

Educators' Guide to Understanding TCAP Achievement Test Results



**Tennessee Comprehensive
Assessment Program
Achievement Test**



**CTB
McGraw-Hill**

2007–2008

Form S

If, after reading this guide, you have further questions about TCAP Achievement Test results, please contact:

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UNDERSTANDING TCAP ACHIEVEMENT TEST RESULTS

This guide has been prepared to help you understand the TCAP Achievement Test results and to assist you in applying these results to improve educational opportunities for your students. These reports are the main source of test information and are helpful in making important decisions regarding instructional needs for classes and individual students.

Before talking with parents/guardians, become thoroughly familiar with the student's test performance. Discussion can often begin by showing the student's actual test reports (Home Report and/or Individual Profile Report).

Emphasize to parents/guardians that test scores represent achievement in particular areas at only one particular time. Also emphasize that test scores must be reviewed together with the student's actual classroom work and other factors. As you review test results with parents/guardians, explain how the results will be used. Emphasize the positive function of test results in helping students learn.

For additional information about the TCAP Achievement Test Program, please visit <http://www.state.tn.us/education/assessment/tsachhome.shtml> on the Internet.

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INTRODUCTION

Each spring, Tennessee students take an Achievement Test as part of the Tennessee Comprehensive Assessment Program (TCAP). The Achievement Test has fresh, non-redundant test items and is customized yearly to measure the basic academic skills in reading, language arts, mathematics, science, and social studies. Content knowledge and the application of that knowledge in these subject areas are assessed. The TCAP Achievement Test uses multiple-choice questions and has set time limits. There is no passing or failing grade on the test.

The TCAP Achievement Test provides both norm-referenced and criterion-referenced performance information. Actual student performance, as reflected in the reports that provide this information, can be found on the TurnLeaf/McGraw-Hill Web site: <https://tnors.turnleaf.com>. Please note that, because the reports are continually being updated, the most recent versions made available on the TurnLeaf/McGraw-Hill Web site may look slightly different from the report versions presented in this Guide, although any discrepancies will be minor.

NORM-REFERENCED SCORE INTERPRETATIONS (Grades K–2)

Norm-referenced information permits individual student performance to be compared with the performance of a national sample of students. Data are first collected from a sample group, called a norm group. Norm-referenced information is obtained by relating the test performance of an individual or a group to derived scores based on both the normative sample and the scoring method used.



CRITERION-REFERENCED SCORE INTERPRETATIONS (Grades 3–8)

To interpret criterion-referenced reports, a student's performance is measured against specific standards or criteria, rather than to the performance of other test takers.

These curriculum standards, as defined by the State of Tennessee, provide expectations for student accomplishment. From these expectations, Performance Indicators were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

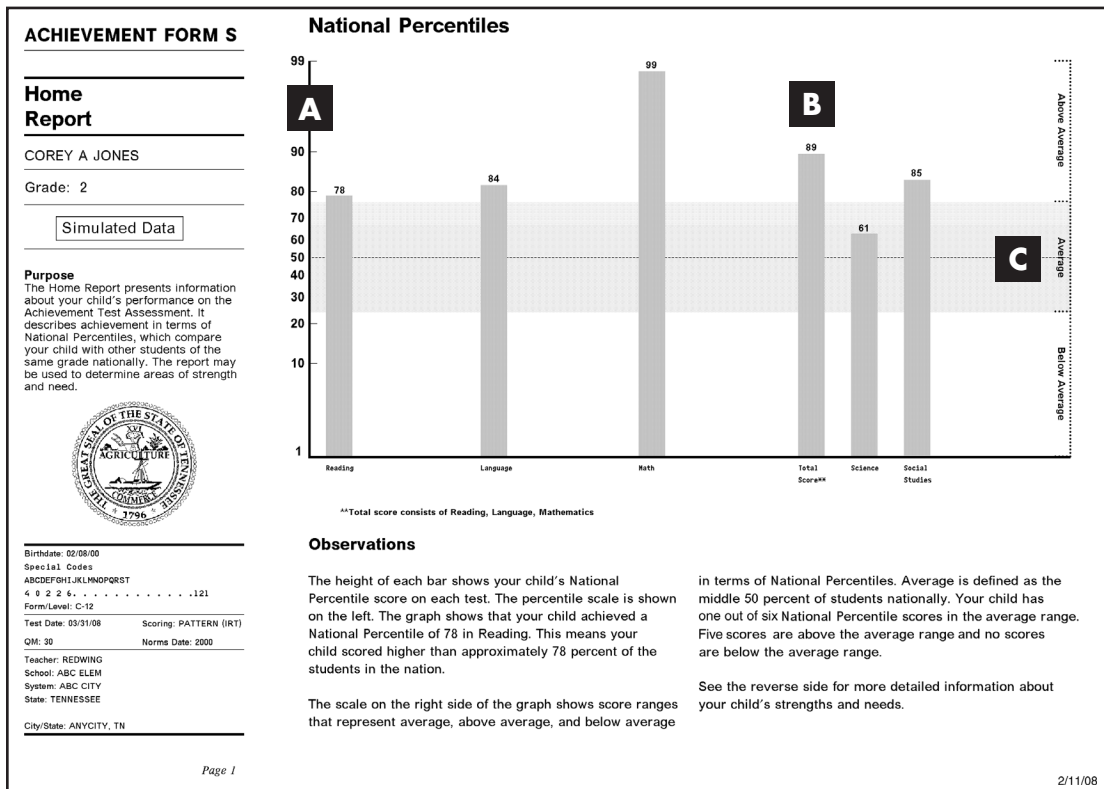
FEATURES INCLUDED ON ALL REPORTS

- A** The name of the report appears in this area.
- B** This area of the report is reserved for the name of the student and his/her grade level.
- C** Every report contains a purpose statement. The reader is introduced to the reason for the report and how the information may be used.
- D** The lower part of the left panel gives overall testing information that may be useful for school records. Depending on the report, this information can include the number of students taking the assessment, form identification, special codes, test date, class, school, and/or system.

TCAP Achievement		Norm-Reference
Individual Profile Report		
School: ABC MS		
Grade: 7		
Simulated Data		
Purpose This report presents information about this group's performance on the Achievement Test Assessment. It describes achievement in terms of National Percentiles, which compare this group with other students at the same grade nationally. The report may be used to determine areas of strength and need.		
		
No. of Students: 59		
Form/Level: Test Date: 03/22/04 Scoring: PATTERN (IRT) QM: 31 Norms Date: 1998 SYSTEM: ABC State: TENNESSEE		
City/State: ANYCITY, TN		
		Performance on Obj. Objective No. Titles Reading 02 Basic Under 03 Analyze T 04 Evaluate 05 Identifi Lan 07 Sp 08 W 09 Editing Mathemat 10 Number & N 11 Computation & 12 Operation Concep 13 Measurement 14 Geometry & Spatial S 15 Data, Stats, & Prob 16 Patterns, Funcs 17 Prob Solving Science 19 Science 20 Physi 21 Life 22 Earth 23 Science 24 Personal &

NORM-REFERENCED REPORTS (Grades K–2)

Home Report



The Home Report is an individual score report that presents test information in a meaningful, easy-to-understand way intended primarily for parents/guardians to help them become more involved in their child's learning.

- A** The scale on the left side of the graph displays the range of National Percentile scores (1 to 99) that are the basis of this report. The student's achievement is compared with that of the national sample of students upon which the test was standardized. Average is defined as the middle 50 percent of students nationally.
- B** A shaded bar displays the student's score for each content area tested. The height of each bar is determined by the student's National Percentile score for that content area. The actual score is also printed at the top of the bar.
- C** The gray shaded area, Percentiles 25 to 75, indicates the average range.

Page 2 of the Home Report (printed on the back of the report) contains additional information about the student's achievement. First is a list of the objectives that the student has mastered satisfactorily. A unique score developed by CTB called the Objectives Performance Index (OPI) determines the level of mastery of each objective. Second is a list of the objectives the student has not mastered, and on which he or she could be given additional instruction. This information can help parents/guardians develop strategies to help improve their child's learning and can help them interact with teachers at parent-teacher conferences.

Individual Profile Report

A

ACHIEVEMENT FORM S


Individual Profile Report

JACK M JONES

Grade: 2

Simulated Data

Purpose
This report provides a comprehensive record of this student's achievement. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It can contribute to the student's cumulative record.



Birthdate: 09/11/00
Special Codes: ABCDEFGHIJKLMNOPQRST
4 0 2 2 6121
Form Level: S-12
Test Date: 03/31/08 Scoring: PATTERN (IRT)
QM: 30 Norms Date: 2000
Teacher: REDWING
School: ABC ELEM
System: ABC CITY
State: TENNESSEE
City/State: ANYCITY, TN

Norm-Referenced Scores

	National Stanine	Normal Curve Equivalent	Scale Score	National Percentile	National Percentile Range	Content Area
Reading	6	11	614	70	59-88	Reading
Language	6	1	551	58	42-83	Language
Mathematics	7	11	627	75	60-90	Mathematics
Total Score**	6	1	597	59	50-75	Total Score**
Science	8	33	674	93	80-96	Science
Social Studies	6	1	558	59	42-83	Social Studies
Word Analysis	8	23	648	90	88-91	Word Analysis

** Total score consists of Reading, Language, Mathematics
Cmpst: Composite

Performance on Objectives

Obj. Objective No. Title	Mastery Level	Objectives Performance Index (OPI)				Obj. Objective No. Title	Mastery Level	Objectives Performance Index (OPI)			
		Non-Mastery	Partial Mastery	Mastery				Non-Mastery	Partial Mastery	Mastery	
Reading						Social Studies					
02 Basic Understanding	78					26 Geographic Perspectives	58				
03 Analyze Text	79					27 History & Culture	33				
04 Evaluate/Extend Meaning	83					28 Civics & Government	68				
05 Identify Rdg Strategies	62					29 Economic Perspectives	54				
Language						Word Analysis					
07 Sentence Structure	53					30 Consonants	86				
08 Writing Strategies	88					32 Vowels	70				
09 Editing Skills	50					33 Contractions & Compounds	58				
Mathematics						34 Roots and Affixes	87				
10 Number & Num Relations	53										
11 Computation & Estimation	88										
12 Operation Concepts	49										
13 Measurement	49										
14 Geometry & Spatial Sense	69										
15 Data, Stats, & Prob	52										
16 Patterns, Funcs, Algebra	52										
17 Prob Solving & Reasoning	52										
Science											
19 Science Inquiry	93										
20 Physical Science	77										
21 Life Science	87										
22 Earth and Space Science	83										
23 Science and Technology	78										
24 Personal & Social Pers	93										

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The Individual Profile Report (IPR) shows norm-referenced scores, which compare the student's achievement with the norm group in each content area tested. The IPR identifies an individual student's strengths and needs.

The norm-referenced Individual Profile Report shows the student's performance on test items that measured the knowledge and skills in the following areas:

Kindergarten

Reading
Language
Mathematics

First Grade

Reading
Vocabulary
Language
Mathematics
Math Computation
Science
Social Studies
Word Analysis

Second Grade

Reading
Vocabulary
Language
Language Mechanics
Mathematics
Math Computation
Science
Social Studies
Spelling
Word Analysis

Individual Profile Report, cont'd.

- A** This section of the report displays the student's norm-referenced scores. The National Percentile (NP) and NP range are always reported. The user may select from scale scores, normal curve equivalents, and national stanines.
- B** The National Percentile (NP) and the NP range are shown in the graph in the upper-right. The diamond symbol (♦) represents the student's National Percentile. The bands to the left and right of the diamond (confidence band) represent the range where the student would most likely score in a similar test experience. (The narrower the band, the more confidence one can have in the accuracy of the NP range.) The shaded area represents the range of average scores.
- C** The Performance on Objectives section shows the student's level of mastery of each objective measured by the test using the Objectives Performance Index (OPI). The OPI is an estimate of the number of test items a student could have been expected to answer correctly had 100 similar items been taken. The Mastery Level column shows the student's mastery on each objective: a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.
- D** The OPI graph shows the student's OPI for each objective, represented by a diamond, and the associated confidence band, represented by a line extending to either side of the diamond. The confidence band represents the range where the student would most likely score in a similar test experience. (The narrower the band, the more confidence one can have in the accuracy of the OPI.)

Class Record Sheet

ACHIEVEMENT FORM S		A		B		C		D						
Students	Scores	Read	Vocab	Read Cmpst	Lang	Lang Mech	Lang Cmpst	Math	Math Compu	Math Cmpst	Totl**	Sci	Social	Spell
Bell, Paul	NP NS NCE SS	51 5 51 664	89 7 76 706	75 6 64 685	76 6 65 680	77 6 65 685	78 7 66 683	86 7 72 703	90 8 76 702	90 8 76 703	73 6 63 682	INV INV INV INV	SUP SUP SUP SUP	97 9 88 724
Compton, Karen D.	NP NS NCE SS	75 6 64 687	91 8 78 711	87 7 74 699	76 6 68 680	80 7 68 690	79 7 67 685	90 8 77 710	93 8 80 708	92 8 80 709	82 7 70 692	92 8 80 717	84 7 71 695	98 9 92 731
Garcia, Jose	NP NS NCE SS	67 6 59 679	93 8 82 717	86 7 73 698	91 8 78 702	89 7 76 708	91 8 79 705	97 9 90 731	97 9 92 724	98 9 92 728	91 8 86 704	95 8 86 726	80 7 68 690	*99 7 96 740
Zirkle, David J.	NP NS NCE SS	78 7 66 691	96 9 87 726	92 8 80 709	95 8 84 713	90 7 77 712	94 8 83 713	98 9 94 740	*99 9 97 739	*99 9 98 740	96 9 86 715	97 9 90 735	90 8 77 705	*99 9 99 754

Individual Scores

NP: National Percentile
NS: National Stanine
NCE: Normal Curve Equivalent
SS: Scale Score

**Total score consists of Reading, Language, Mathematics Cmpst: Composite

+ Maximum or Minimum
INV: Invalidated Locally
SUP: Section Suppressed
-: Not Applicable


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The Class Record Sheet provides a permanent record of test results for students in a class or specified group.

- A** Students are listed alphabetically to make their names easy to locate.
- B** As many as six scores may be reported for each student.
- C** Scores are provided for each section of the test completed.
- D** Each score abbreviation used in the report is explained in this section.

Class Summary Report

ACHIEVEMENT FORM S		Norm-Referenced Scores A							National Percentile							
		No. of Students	MNS	MNCE	NCENP	MSS	MDNP	Low/ High NP	Below Average Average Above Average							
									1	10	25	50	75	90	99	
Class Summary Report	Teacher: JONES	71	6.4	65.8	16	772.7	78.0	54-90	Reading							
	Grade: 2	71	5.5	56.0	17	749.4	65.0	30-87	Vocabulary							
	Simulated Data	71	6.1	62.7	16	761.2	72.3	41-88	Reading Composite							
		70	5.7	57.1	7	750.1	61.8	28-81	Language							
		71	5.5	53.7	33	734.3	60.3	34-78	Language Mechanics							
		70	5.5	56.0	16	742.3	61.7	30-80	Language Composite							
		70	6.3	63.9	16	769.8	74.0	52-93	Mathematics							
		70	6.1	61.6	29	757.3	69.8	47-84	Math Computation							
		70	6.4	63.8	21	763.8	74.0	50-87	Math Composite							
		70	6.2	61.4	19	755	67.3	40-83	Total Score**							
		71	6.4	65.1	25	771.4	80.0	46-93	Science							
		71	6.0	60.7	25	760.5	72.0	33-90	Social Studies							
		71	5.5	55.2	40	755.5	58.0	21-73	Spelling							
Purpose		This report provides information about group performance in norm-referenced terms. This information may be used for instructional planning.														
																
No. of Students: 71																
Form/Level: C-12																
Test Date: 03/31/08		Scoring: PATTERN (IRT)														
QM: 30		Norms Date: 2000														
School: ABC ELEM																
System: ABC CITY																
State: TENNESSEE																
City/State: ABC, TN																
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Observations

On the left are the norm-referenced scores requested. The Median National Percentile (MDNP) score, and the lowest and highest individual National Percentile scores, are shown in the last two columns. Displayed on the right is a graph of the National Percentile scores. The Median NP is indicated by the diamond (♦). The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range.

Information about the interpretation of other scores may be found in the Teacher's Guide to *Terra Nova*, the Test Coordinator's Handbook, and the norms book.

In Reading, for example, the Median National Percentile score is 78, which is above the average range. The lowest Reading score in the group is 54 and the highest is 90.

Eleven of the thirteen Median National Percentile scores are in the average range. Two Median National Percentile scores are above the average range and no Median National Percentile scores are below the average range.

The Class Summary Report provides a snapshot of the achievement of a class or group and presents information about norm-referenced scores.

- A** The Norm-Referenced Scores section shows the number of students with valid scores in each test section and the averages of those students.
- B** The key to the abbreviations appears at the bottom of the score area.
- C** The National Percentile graph on the right side of the page shows the Median National Percentile represented by a diamond (♦) symbol. The shaded area designates the average range—that is, the range within which the middle half of the National Percentiles falls (NP 25 to NP 75).

Page 2 provides summary data of test results for students in a class or other specified group. Scores are provided for each section of the test completed.

Group Performance Level Report

ACHIEVEMENT FORM S		Performance Levels (Grades K, 1, 2)									
		Reading		Language		Mathematics		Science		Social Studies	
5 Advanced		No. of Students % Locally % Nationally*	4 7 3	No. of Students % Locally % Nationally*	2 4 3	No. of Students % Locally % Nationally*	4 7 1	No. of Students % Locally % Nationally*	2 3 2	No. of Students % Locally % Nationally*	1 2 2
4 Proficient		No. of Students % Locally % Nationally*	1 2 11	No. of Students % Locally % Nationally*	0 0 10	No. of Students % Locally % Nationally*	0 0 4	No. of Students % Locally % Nationally*	1 2 10	No. of Students % Locally % Nationally*	1 2 10
3 Nearing Proficiency		No. of Students % Locally % Nationally*	1 2 28	No. of Students % Locally % Nationally*	1 2 22	No. of Students % Locally % Nationally*	2 3 20	No. of Students % Locally % Nationally*	3 5 26	No. of Students % Locally % Nationally*	3 5 32
2 Partially Proficient Progressing		No. of Students % Locally % Nationally*	3 5 32	No. of Students % Locally % Nationally*	0 0 32	No. of Students % Locally % Nationally*	1 2 34	No. of Students % Locally % Nationally*	8 13 33	No. of Students % Locally % Nationally*	34 58 31
1 Step 1		No. of Students % Locally % Nationally*	51 85 26	No. of Students % Locally % Nationally*	53 95 33	No. of Students % Locally % Nationally*	52 88 41	No. of Students % Locally % Nationally*	46 77 29	No. of Students % Locally % Nationally*	20 34 25

*Spring national norm group

No. of students: 63

Form/Level: C-12
Test Date: 03/31/08 Scoring: PATTERN (IRT)
QM: 30 Norms Date: 2000
State: TENNESSEE

City/State: ANYCITY, TN

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This report gives the number and percentage of students in the local group who fall into each of the five performance levels within each content area. It also shows the percentage of students in the norm group who fall into each of the five performance levels within each content area. These groupings give the teacher or administrator a basis to compare the performance levels of their students with a national distribution, and help to identify areas of strength and need.

Performance Level Summary Report

ACHIEVEMENT FORM S		Mathematics: steps along the path toward 2nd-grade proficiency		
Performance Level Summary Report		A	B	C
School: BLUE LAKE		Performance Levels	Local %	National %*
Grade: 2				
Simulated Data				
Purpose This report compares the percent of students locally with the national sample in each of the five performance levels. Instructional priorities can be established using this information along with other sources. This report can be used for partial fulfillment of Title I reporting.	5	Advanced	8%	10%
	4	Proficient	20%	20%
	3	Nearing Proficiency	45%	33%
	2	Progressing	19%	23%
	1	Step 1	10%	14%
Observations Performance level scores provide a description of what students can do in terms of the content skills assessed by TerraNova.		The graph above shows the number and percentage of students in BLUE LAKE School Grade 2 compared to the percentage of students in the national norm group for Grade 2.		
Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students in Level 1 can perform the majority of what is described for that level.		For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.		
Students may also be capable of performing things described in the next higher level, but not enough to have reached that level.		See the reverse side for a general interpretation of CTB's performance levels.		

The Performance Level Summary Report (PLSR) gives educators standards-based summary information about academic achievement. This report is useful for instructional planning, program evaluation, and Title I reporting.

- A** The PLSR categorizes achievement within five performance levels, which were determined by panels of experts in a standard-setting study.
- B** The percentage of students in the local group found in each of the five categories is shown, as is the percentage for the norm group.
- C** Performance levels range from 5 (Advanced) to 1 (Step 1) and facilitate documentation of performance over a span of grades (e.g., Grades 2–5) rather than a single grade. This enables school personnel to track student academic progress over time.
- D** Descriptions of the performance levels help administrators and teachers understand what skills and abilities students have attained and what areas students should work on to progress to higher performance levels.
- E** The Observations section helps teachers and administrators interpret the test results.

Objectives Performance Report

ACHIEVEMENT FORM S


Objectives Performance Report

Teacher: JONES

Grade: 2

Simulated Data

Purpose
This report provides an analysis of objectives mastery. This information is used to analyze curriculum strengths and areas of need.



No. of Students: 15

Form/Level: C-12
Test Date: 03/31/08 Scoring: PATTERN (IRT)
QM: 30 Norms Date: 2000

School: BLUEGRASS ELEM
System: CLEAR LAKE
State: TENNESSEE

City/State: CLEAR LAKE, TN

Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.

● Mastery
◐ Partial Mastery
○ Non-Mastery
/ Not all items attempted

* National Reference Group Grade 2

	Average OPI																																
	Local	Nat'l*	Diff	BELLAMY	FRANK R	JACK	JANE	HURLEY	ALEXIS	JULIAN	JAMES	JANE	KAZ	KELLY	TONY	LOPEZ	ASHLEY	BRANDON	MESSNER	MILLER	NIKI	MILLS	CRISTA	MONTERIS	TRAVIS	MUNCE	MATT	NELSON	LINDSAY	RODRIGUEZ	BOBBY	WILLIAMS	KATIE
Reading																																	
02 Basic Understanding	54	67	-13																														
03 Analyze Text	62	72	-10																														
04 Evaluate/Extend Meaning	52	62	-10																														
05 Identify Rdg Strategies	54	64	-10																														
Vocabulary																																	
35 Word Meaning	29	55	-26																														
36 Multimeaning Words	74	80	-6																														
37 Words in Context	53	54	+2																														
Language																																	
07 Sentence Structure	43	62	-19																														
08 Writing Structure	49	66	-19																														
09 Editing Skills	57	68	-11																														
Language Mechanics																																	
38 Sent, Phrases, Clauses	46	69	-23																														
39 Writing Conventions	45	68	-23																														
Mathematics																																	
10 Number and Num Relations	49	72	-23																														
11 Computation & Estimation	76	71	+5																														
12 Operation Concepts	36	69	-33																														
13 Measurement	40	55	-15																														
14 Geometry & Spatial Sense	55	65	-10																														
15 Data, Stats, & Prob	32	61	-29																														
16 Patterns, Funcs, Algebra	19	63	-44																														
17 Prob Solving & Reasoning	62	71	-9																														
Math Computation																																	
47 Decimals	38	40	-2																														
48 Fractions	51	62	-11																														
49 Integers	47	57	-10																														
50 Percents	51	53	-2																														
51 Order of Operations	51	62	-11																														

(continued on next page)

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The Objectives Performance Report helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the tests. For each objective, the report shows each student's mastery level and summarizes the performance of the group.

- A** The Objectives Performance Index (OPI) specifies the student's level of mastery of the objectives. It is an estimate of the number of test items a student could have been expected to answer correctly had 100 such items been taken.
- B** The Objectives column lists the objectives of each content area.
- C** The average OPIs for this group of students, as well as the national average OPIs based on the norm group, are shown. The difference between the local group and the national group is also shown. This information will be useful in establishing instructional priorities.
- D** The individual results columns report each student's degree of mastery on each objective. As shown in the key, a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.

Objectives Performance Summary

ACHIEVEMENT FORM S


Objectives Performance Summary

School: BLUEGRASS

Grade: 2

Simulated Data

Purpose
This report provides an analysis of group objectives mastery using the percent of students mastering each objective and average Objectives Performance Index (OPI) for this group. The information may be used to analyze curriculum strengths and areas of need.



No. of Students: 62

Form/Level: C-12
Test Date: 03/31/08 Scoring: PATTERN (IRT)
QM: 90 Norms Date: 2000
System: CLEAR LAKE
State: TENNESSEE
City/State: CLEAR LAKE, TN

Objectives Performance by School/Class

Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.

● Mastery
● Partial Mastery
○ Non-Mastery
* National Reference Group Grade 2

Objectives	Percent of Students Mastering Each Objective					Average Objectives Performance Index (OPI)				
	Total School	National *	Difference	Class		Total School	National *	Difference	Class	
Reading										
02 Basic Understanding	10	50	-40	23	0	● 50	● 72	-22	● 53	○ 48
03 Analyze Text	10	40	-30	23	0	○ 43	● 66	-23	○ 49	○ 38
04 Evaluate/Extend Meaning	12	68	-56	27	0	○ 52	● 78	-26	○ 55	○ 50
05 Identify Rdg Str	10	45	-35	23	0	○ 41	● 67	-26	○ 47	○ 36
Vocabulary										
35 Word Meaning	42	66	-24	60	29	● 73	● 77	-04	● 72	● 73
36 Multimeaning Words	32	14	+18	40	26	● 55	● 58	-03	● 51	● 58
37 Words in Context	12	73	-61	12	12	○ 44	● 79	-35	○ 25	● 58
Language										
07 Sentence Structure	5	24	-19	14	0	○ 35	○ 59	-24	○ 41	○ 31
08 Writing Structure	5	41	-36	14	0	○ 27	● 65	-38	○ 36	○ 22
09 Editing Skills	7	62	-55	18	0	○ 43	● 74	-31	○ 52	○ 38
Language Mechanics										
38 Sent. Phrases, Clauses	38	62	-24	23	50	● 64	● 77	-13	● 52	● 73
39 Writing Conventions	20	26	-6	15	24	● 59	● 62	-03	● 50	● 65
Mathematics										
10 Number & Num Relations	24	72	-48	44	9	● 58	● 80	-22	● 54	● 61
11 Computation & Estimation	46	50	-4	68	29	● 70	● 72	-02	● 76	● 66
12 Operations Concepts	19	80	-61	16	21	○ 52	● 85	-33	○ 38	● 62
13 Measurement	20	57	-37	40	6	○ 52	● 74	-22	○ 52	○ 52
14 Geometry & Spatial Sense	25	78	-53	44	12	○ 57	● 82	-25	○ 50	○ 62
15 Data, Stats, & Prob	17	72	-55	24	12	○ 42	● 81	-39	○ 31	○ 50
16 Patterns, Funcs, Algebra	10	32	-22	12	9	○ 41	● 66	-25	○ 29	○ 50
17 Prob Solving & Reasoning	10	29	-19	8	12	○ 31	● 60	-29	○ 25	○ 37
Math Computation										
47 Decimals	75	86	-11	58	88	● 78	● 88	-10	● 68	● 86
48 Fractions	52	64	-12	38	62	● 65	● 77	-12	● 54	● 73
49 Integers	28	48	-20	23	32	○ 58	● 70	-12	○ 44	● 68
50 Percents	7	19	-12	12	3	○ 38	○ 50	-12	○ 33	○ 42
51 Order of Operations	63	80	-17	42	79	○ 72	● 82	-10	○ 59	● 82
Number of Students:	62	-	-	28	34	62	-	-	28	34

(continued on next page)

The Objectives Performance Summary summarizes the scores of a group of students and indicates their mastery of the objectives measured by the test.

- A** The Objectives Performance Index (OPI) specifies the group's level of mastery of the objectives. It is an estimate of the average number of test items this group of students could have been expected to answer correctly had 100 such items been taken.
- B** The objectives measured within each content area are listed by number and title.
- C** The Percent of Students Mastering Each Objective is shown for the total school, for the National Reference Group, and for each class within the school. The number of students in the group is shown at the bottom of each column.
- D** The Average Objectives Performance Index (OPI) is shown on the right side of the report for the same groupings as the Percent of Students Mastering Each Objective shown to the left.

Additional assistance with understanding and using the results of this report is provided by the information on page 2 of the report, which contains sections on General Interpretation and Observations.

CRITERION-REFERENCED REPORTS (Grades 3–8)

Individual Profile Report

ACHIEVEMENT FORM S


Individual Profile Report

JOHN SMITH

Grade: 8

Simulated Data

Purpose
This report provides a comprehensive record of this student's performance. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It provides information regarding the student's performance on the Social Studies examinations.



Birthdate: 04/20/93
Special Codes
ABCDEFGHIJKLNMOPQRST
411644355.....1.
Form: S
Test Date: 03/31/08

Teacher: JONES
School: BLUEGRASS MS
System: CLEAR LAKE
State: TCAP Achievement 08

Social Studies Test Results

Your student's scale score for Social Studies is 475. The highest possible scale score for Social Studies is 999 and the lowest possible score is 1.

Reporting Categories	Performance Level	RCPI for Student	Proficiency Levels	RCPI for Proficient	RCPI for Advanced
1.Economics	★	80		39	77
2.Governance and Civ	★	80		45	81
3.Geography	●	54		41	72
4.US Hist Per 1 (begin-1820)	●	54		50	72
5.US Hist Per 2 (1801-1900)	○	38		31	71

Proficiency in 8th Grade Social Studies indicates sufficient evidence exhibited by, but not limited to, student's ability to:

In **Economics**, recognize America's natural resources, interpret a diagram showing the steps of changing a resource into a product, differentiate between credit and debt, recognize economic activities of early America, identify various forms of taxation, interpret a variety of economic graphs and charts with topics, differentiate between commercial and subsistence economy, and recognize factors leading to urbanization and industrialization in early America.

In **Governance and Civics**, identify the rights, responsibilities, and privileges of a member of the United States of America, identify purposes and structures of various systems of government, recognize the purpose of government and how its powers are acquired, used and justified, recognize the rights and responsibilities of individuals throughout the development of the U.S., identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations, recognize rights guaranteed in Bill of Rights, recognize impact of major court decisions on American life, identify the role of institutions in furthering both continuity and change, and recognize how groups and institutions work together to meet common needs;

In **Geography**, identify and use the key geographic elements on a map, recognize the definition of religion, interpret examples which illustrate how cultures adapt to or change the environment, use various geographic data from maps and globes to determine longitude, latitude, distance, direction, interpret a geographic map of the early U.S., and recognize how topographical features such as mountain and river systems influenced settlement and expansion of the U.S.;

In **U.S. History Period 1 (Beginnings-1820)**, recognize the causes and examples of migration and immigration in early America, recognize the influence of science and technology on the development of early American colonial cultures, contrast the characteristics of major native civilizations of the Americas, read a timeline and order events of the past, differentiate between a primary and a secondary source, recognize causes and consequences of conflict, compare and contrast the tenets of America's early major religions, identify how religion contributed to early American society, interpret a timeline of technological innovation, classify characteristics of historic events into causes and events, and recognize historical impacts of European settlement in North America;

In **U.S. History Period 2 (1801-1877)**, recognize the causes and examples of migration and immigration in Early America, identify cultures that contributed to the development of the U.S., read a timeline and order events of the past, differentiate between a primary and secondary source, recognize causes and consequences of conflict, recognize consequences of westward expansion of the United States, identify the impact of individual and group decisions on historical events, recognize the impact groups have on change at the local, state, national, and world levels, identify how religions contributed to early American society, interpret a timeline of technological innovations, classify characteristics of major historical events into causes and effects, determine social, political, and economic factors that contributed to institution of slavery in America, interpret a timeline detailing the development of political parties in the United States to the Civil War, interpret maps, timelines, and charts that illustrate key elements of history, and recognize examples of stereotyping, prejudice, conformity, altruism in early American history.

★: Advanced
●: Proficient
○: Below Proficient

◇: Your Student's Reporting Category Performance Index

▮: Represents the Proficient Level of the Reporting Category

▮: Represents the Advanced Level of the Reporting Category

—: Confidence Band
The bands to the right and left of the diamond (Confidence Band) represent the range where your student would most likely score in a similar test experience.

- A** This part of the report lists the student's scale score and overall proficiency for this particular content area and identifies whether the student is Proficient and/or needs improvement.
- B** The left column lists the Reporting Categories. To the right of each Reporting Category is a symbol that indicates the student's performance level for that category. (A filled star indicates Advanced, a filled circle indicates Proficient, and an open circle indicates Below Proficient.)
- C** RCPI (Reporting Categories Performance Index) ranges from 0–100 and is an estimate of the number of items the student would have been expected to answer correctly if there had been 100 similar items on the test. The minimum RCPIs for Proficient and Advanced are listed in the far-right columns.
- D** This section of the report gives a graphic representation of the student's performance in each Reporting Category.

Class Record Sheet

[illegible]

The Class Record Sheet for the Achievement Test helps teachers plan for individual and group instruction by presenting student attainment of the expectations measured by the test. These expectations are defined in the State of Tennessee Curriculum Content Standards. From these expectations, Performance Indicators were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

- A** This identifies the Number Correct and Scale Score for each student and also the overall Performance Level for each content area tested.
- B** For each Reporting Category, the report shows the student's performance level as well as the RCPI attained. The Reporting Category Performance Index (RCPI) is the estimated number of test items a student could have been expected to answer correctly had 100 such items been taken for that Reporting Category.
- C** Also provided as a comparative point of reference is the average RCPI by teacher, school, and system. This section also identifies the RCPI target score for Proficient and Advanced.

Performance Level Summary Report

ACHIEVEMENT FORM S


Performance Level Summary Report

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose
This report details the percent of students in each of the performance levels by content area.



Form: S
Test Date: 03/31/08

System: CLEAR LAKE
State: TCAP Achievement 08

READING/LANGUAGE ARTS

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%	[Progress Bar]					12%	8%
Proficient	133	74%	[Progress Bar]					84%	73%
Below Proficient	24	13%	[Progress Bar]					4%	19%
Total No. Tested			181		Absent X		ELL Exempt		

MATHEMATICS

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%	[Progress Bar]					12%	8%
Proficient	133	74%	[Progress Bar]					84%	73%
Below Proficient	24	13%	[Progress Bar]					4%	19%
Total No. Tested			181		Absent X		ELL Exempt		

SCIENCE

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%	[Progress Bar]					12%	8%
Proficient	133	74%	[Progress Bar]					84%	73%
Below Proficient	24	13%	[Progress Bar]					4%	19%
Total No. Tested			181		Absent X		ELL Exempt		

SOCIAL STUDIES

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%	[Progress Bar]					12%	8%
Proficient	133	74%	[Progress Bar]					84%	73%
Below Proficient	24	13%	[Progress Bar]					4%	19%
Total No. Tested			181		Absent X		ELL Exempt		

Performance Levels:
 Advanced: Demonstrates application of complex concepts and skills of the content area.
 Proficient: Demonstrates general understanding of the essential concepts and skills of the content area.
 Below Proficient: Demonstrates a lack of understanding of the essential concepts and skills of the content area.

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11/29/07

The Performance Level Summary Report shows the number and percent of students in the local group who fall into each of the three performance levels within each content area. The percent of students in each performance level is indicated in both number and graphic form.

PERFORMANCE LEVELS

Advanced	Demonstrates application of complex concepts and skills of the content area.
Proficient	Demonstrates general understanding of the essential concepts and skills of the content area.
Below Proficient	Demonstrates a lack of understanding of the essential concepts and skills of the content area.

Reporting Category Performance Index Report

ACHIEVEMENT FORM S


Reporting Category Performance Index Report

School: JASPER ELEM

Grade: 3

Simulated Data

Purpose
This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The information may be used to analyze curriculum strengths and areas of need.



Form: S
Test Date: 03/31/08
System: CLEAR LAKE
State: TCAP Achievement 08

Performance Level Indicators

★ Advanced
● Proficient
○ Below Proficient

Average Reporting Category Performance Index (RCPI)

Reporting Category	System			School			State			Teacher									
	Total	Avg	Diff	Total	Avg	Diff	Total	Avg	Diff	BECKER	CARTER	GRAMER	DILLON	PETERSON	POLK	WILLIAMS	SOLEVANE		
Reading/Language Arts																			
1. Content	10	50	40	23	50	0	●	50	●	50	●	72	●	53	●	48	●	72	
2. Meaning	10	40	30	23	40	0	○	43	○	43	○	66	○	49	○	38	○	66	
3. Vocabulary	12	68	56	27	68	0	●	52	●	52	●	78	●	55	●	50	●	78	
4. Writing/Organization	10	45	35	23	45	0	○	41	○	41	○	67	○	47	○	36	○	67	
5. Writing/Process	10	40	30	23	40	0	○	43	○	43	○	66	○	49	○	38	○	66	
6. Grammar/Conventions	12	68	56	27	68	0	●	52	●	52	●	78	●	55	●	50	●	78	
7. Techniques and Skills	10	45	35	23	45	0	○	41	○	41	○	67	○	47	○	36	○	67	
Number of Students	55555	4444		66666	4444					XX	XX	XX	XX	XX	XX	XX	XX		
Mathematics																			
1. Number Sense/Theory	42	66	24	60	66	-31	●	73	●	73	●	77	●	72	●	73	●	77	
2. Computation	32	14	-18	40	14	-14	○	55	○	55	○	59	○	51	○	58	○	59	
3. Algebraic Thinking	12	73	61	12	73	0	○	44	○	44	○	79	○	25	○	58	○	79	
4. Real World Problem Solving	5	24	19	14	24	0	○	35	○	35	○	59	○	41	○	31	○	59	
5. Data Analysis and Probability	5	41	36	14	41	0	○	27	○	27	○	65	○	36	○	22	○	65	
6. Measurement	7	62	55	18	62	0	○	43	○	43	○	74	○	52	○	38	○	74	
7. Geometry	7	62	55	18	62	0													
Number of Students	55555	4444		66666	4444					XX	XX	XX	XX	XX	XX	XX	XX		
Science																			
1. Structure & Function of Orgs.	38	62	24	23	62	27	●	64	●	64	●	77	●	52	●	73	●	77	
2. Ecology	20	26	6	15	26	9	○	59	○	59	○	62	○	50	○	65	○	62	
3. Life Cycles & Bio. Change	24	72	48	44	72	-35	●	58	●	58	●	80	●	54	●	61	●	80	
4. Space, Weather, & Climate	46	50	4	68	50	-39	★	70	★	70	★	72	★	76	★	66	★	72	
5. Earth's Features & Resources	19	80	61	16	80	5	○	52	○	52	○	85	○	38	○	62	○	85	
6. Motion & Forces	20	57	37	40	57	-34	○	52	○	52	○	74	○	52	○	52	○	74	
7. Matter	25	78	53	44	78	-32	●	57	●	57	●	82	●	50	●	62	●	82	
Number of Students	55555	4444		66666	4444					XX	XX	XX	XX	XX	XX	XX	XX		
Social Studies																			
1. Economics	17	72	55	24	72	-12	○	42	○	42	○	81	○	31	○	50	○	81	
2. Governance and Civics	10	32	22	12	32	-3	○	41	○	41	○	66	○	29	○	50	○	66	
3. Human Geography	75	86	11	58	86	30	●	78	●	78	●	88	●	68	●	86	●	88	
4. Physical Geography	52	64	12	38	64	24	○	65	○	65	○	77	○	54	○	73	○	77	
5. History	28	8	12	23	8	9	○	58	○	58	○	70	○	44	○	68	○	70	
Number of Students	55555	4444		66666	4444					XX	XX	XX	XX	XX	XX	XX	XX		

Note: This report does not include the Braille tests.

This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category by school or system.

- A

The relationship of the average Reporting Category Index (RCPI) between the system and school (or between school and teacher or school and state) is indicated.
- B

The average RCPI, by group, in each Reporting Category is shown.

Reporting Category Performance Percent Proficient

ACHIEVEMENT FORM S		Percent of Proficient Students													
Reporting Category Performance % Proficient		TEACHER													
School: JASPER ELEM															
Grade: 3															
Simulated Data															
Purpose															
This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The information may be used to analyze curriculum strengths and areas of need.															
Form: S															
Test Date: 03/31/08															
System: CLEAR LAKE															
State: TCAP Achievement 08															
		Total System	Total School	Difference	Total State	Total School	Difference	School Average Number Correct	School Average Percent Correct	CRAMER	DILLON	PETERSON	WILLIAMS	SOLEVANE	
Reading/Language Arts															
1. Content	10	50	40	23	50	0	50	50	72	53	53	48	53	72	
2. Meaning	10	40	30	23	40	0	43	43	66	49	49	38	49	66	
3. Vocabulary	12	68	56	27	68	0	52	52	78	55	55	50	55	78	
4. Writing/Organization	10	45	35	23	45	0	41	41	67	47	47	36	47	67	
5. Writing/Process	10	40	30	23	40	0	43	43	66	49	49	38	49	66	
6. Grammar/Conventions	12	68	56	27	68	0	52	52	78	55	55	50	55	78	
7. Techniques and Skills	10	45	35	23	45	0	41	41	67	47	47	36	47	67	
Percent of Students Proficient	10	55	45	25	55				75	50	50	45	50	75	
Number of Students	55555	4444		66666	4444				XX	XX	XX	XX	XX	XX	
Mathematics															
1. Number Sense/Theory	42	66	24	60	66	-31	73	73	77	72	72	73	72	77	
2. Computation	32	14	-18	40	14	-14	55	55	58	51	51	58	51	58	
3. Algebraic Thinking	12	73	61	12	73	0	44	44	79	25	25	58	25	79	
4. Real World Problem Solving	5	24	19	14	24	0	35	35	59	41	41	31	41	59	
5. Data Analysis and Probability	5	41	36	14	41	0	27	27	65	36	36	22	36	65	
6. Measurement	7	62	55	18	62	0	43	43	74	52	52	38	52	74	
7. Geometry	7	62	55	18	62	0	43	43	74	52	52	38	52	74	
Percent of Students Proficient									65	52	52	36	52	65	
Number of Students	55555	4444		66666	4444				XX	XX	XX	XX	XX	XX	
Science															
1. Structure & Function of Orgs.	38	62	24	23	62	27	64	64	77	52	52	73	52	77	
2. Ecology	20	26	6	15	26	9	59	59	62	50	50	65	50	62	
3. Life Cycles & Bio. Change	24	72	48	44	72	-35	58	58	80	54	54	61	54	80	
4. Space, Weather, & Climate	46	50	4	68	50	-39	70	70	72	76	76	66	76	72	
5. Earth's Features & Resources	19	80	61	16	80	5	52	52	85	38	38	62	38	85	
6. Motion & Forces	20	57	37	40	57	-34	52	52	74	52	52	52	52	74	
7. Matter	25	78	53	44	78	-32	57	57	82	50	50	62	50	82	
Percent of Students Proficient	35	70	60	40	70				70	70	70	70	70	70	
Number of Students	55555	4444		66666	4444				XX	XX	XX	XX	XX	XX	
Social Studies															
1. Economics	17	72	55	24	72	-12	42	42	81	31	31	50	31	81	
2. Governance and Civics	10	32	22	12	32	-3	41	41	66	29	29	50	29	66	
3. Human Geography	75	86	11	58	86	30	78	78	88	68	68	86	68	88	
4. Physical Geography	52	64	12	38	64	24	65	65	77	54	54	73	54	77	
5. History	28	48	12	23	48	9	58	58	70	44	44	68	44	70	
Percent of Students Proficient	60	60	20	50	60				XX	XX	XX	XX	XX	XX	
Number of Students	55555	4444		66666	4444				XX	XX	XX	XX	XX	XX	

Note: This report does not include the Braille tests.

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This report summarizes the performance of a school or system, presenting the percent proficient in each Reporting Category.

- A** The relationship of the percent of proficient students between the system and the school, and the state and the school, is provided.
- B** The school (or system) average number and percent of items correct in each Reporting Category are indicated.
- C** Percent of Proficiency (by teacher or school) in each Reporting Category is shown.

Disaggregation Summary Report

ACHIEVEMENT FORM S


Disaggregation Summary Report

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.



Form: S
Test Date: 03/31/08

School: SCHOOL ONE
System: SYSTEM ONE
State: TCAP Achievement 08

Reading/Language Arts	Total Number of Students	Advanced N	Advanced %	Proficient N	Proficient %	Total Proficient N	Total Proficient %	Below Proficient N	Below Proficient %	Median Scale Score	Low/High Scale Score Obtained
All Students Tested	53	22	42	16	30	38	72	15	28	488	315 / 640
504 Service Plan											
With accommodations	27	11	41	5	19	16	59	11	41	469	315 / 573
Without accommodations	0	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL	27	0	41	5	19	16	59	11	41	469	315 / 573
Special Education											
With accommodations	42	20	48	11	26	31	74	11	26	495	315 / 640
Without accommodations	0	***	***	***	***	***	***	***	***	***	*** / ***
TOTAL	42	20	48	11	26	31	74	11	26	495	315 / 640
Gifted	30	9	30	13	43	22	73	8	27	475	315 / 640
Modified Format											
Braille	0	***	***	***	***	***	***	***	***	***	*** / ***
Large Print	0	***	***	***	***	***	***	***	***	***	*** / ***
ELL											
With accommodations	13	5	38	3	23	8	62	5	38	473	315 / 524
Without accommodations	2	***	***	***	***	***	***	***	***	***	*** / ***
TI/T2	19	10	53	4	21	14	74	5	26	498	315 / 573
TOTAL	34	16	47	8	24	24	71	10	29	495	315 / 573
Migrant	35	16	46	10	29	26	74	9	26	493	315 / 552
Non-Special Programs											
With accommodations	3	***	***	***	***	***	***	***	***	***	*** / ***
Title I											
SWP	16	6	38	3	19	9	56	7	44	484	315 / 552
TAS	21	8	38	8	38	16	76	5	24	491	315 / 573
TAS Direct Service	16	4	25	6	38	10	63	6	38	469	315 / 528
Economically Disadvantaged	28	10	36	10	36	20	71	8	29	484	315 / 640
Gender											
Male	27	11	41	9	33	20	74	7	26	488	315 / 640
Female	26	11	42	7	27	18	69	8	31	488	315 / 573
No valid information	0	***	***	***	***	***	***	***	***	***	*** / ***
Ethnicity											
American Indian/Alaska Native	12	7	58	1	8	8	67	4	33	497	315 / 508
Asian/Pacific Islander	8	2	25	3	38	5	63	3	38	467	315 / 640
Black, not of Hispanic	7	***	***	***	***	***	***	***	***	***	*** / ***
Hispanic	10	5	50	5	50	10	100	0	0	493	462 / 541
White, not of Hispanic	9	4	44	2	22	6	67	3	33	495	315 / 524
No valid information	7	***	***	***	***	***	***	***	***	***	*** / ***

The Lowest/Highest Scale Score Possible for Reading/Language Arts is 315/640.
*** Value not computed for fewer than 8 students

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The Disaggregation Summary Report presents disaggregated results for specific categories (or subgroups) of students.

A These are the population subgroups that are represented in the report.

B The achievement levels (Advanced, Proficient, Below Proficient) represent the number of students and percent of students in each performance level by group and category.

To protect student privacy, results are not provided for categories with fewer than 8 students.

